

Save the Last Word For Me

Joshua Williamson

Canyons School District PD Summer 2014



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The collage includes the following slides:

- How does it work?**
 - 1. Decide who goes first.
 - 2. Reading the text.
 - 3. Making a prediction.
 - 4. Reading the text.
 - 5. Making a prediction.
 - 6. Reading the text.
 - 7. Making a prediction.
- Teacher/Student**
 - Non-Author: The history of the...
- Author: The history of the...
- Example Video**
 - <http://bit.ly/1WV8B8k>
- Extensions**
 - When they are reading the text, indicate you may discuss them.
 - When they are reading the text, indicate you may discuss them.
 - When they are reading the text, indicate you may discuss them.
- What is it?**
 - What is it?
- Student Example**
 - Student Example
- What is it?**
 - What is it?

After everyone in the group has shared,
shares their own thoughts

What?

What is it?

- A student controlled discussion strategy that involves all students as active listeners and speakers
- A small-group activity that equally involves the class talkers and the shyest students
- Pre/During/Post Reading Strategy



What is it used for?

- To promote reading comprehension
- Developing text-interaction and reflection skills
- To clarify and deepen thinking about content
- Practice and experience listening to and sharing ideas and opinions about a text with other students
- Encouraging participation by students who do not like to raise their hands and volunteer ideas in large group discussions

Common Core Standards

- CC RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- CC RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

How does it work?

1. Divide into groups

- Divide students into groups of 3-5. Give each student 3-5 index cards.

2. Reading the text

- Each student reads the text individually (possibly annotating as they read)

3. Writing important parts

- On one side of the index card, the students write words, phrases or sentences that stand out as important. (Each card should be its own idea or quote. Have them record the page number or paragraph.)

4. Personal reflection

- On the other side of the card, the students write out what they want to say about the quote and WHY/JUSTIFY. (opinion, T-T, T-S, T-W, agreement or disagreement, etc.)

5. Ordering the cards

- Students put their own cards in an order for discussion - most important to least important

6. Small group discussion/reading and reacting to the cards

- The first student in each group shares one of his/her cards but does not say why this interested him/her.
- Everyone in the group takes turns to respond to the quote
- After everyone in the group has shared their ideas, the student who offered the quote shares their own thoughts

Student Etiquette

- Address each other by name, and when referencing a comment made by another student identify who's comment by their name
- Group is seated facing each other
- Be respectful (no rolling eyes, moaning or groaning, etc)
- Wait for the speaker to finish
- Speak one at a time
- Use evidence from the text to support your opinion
- Do not stay confused - ask for clarification

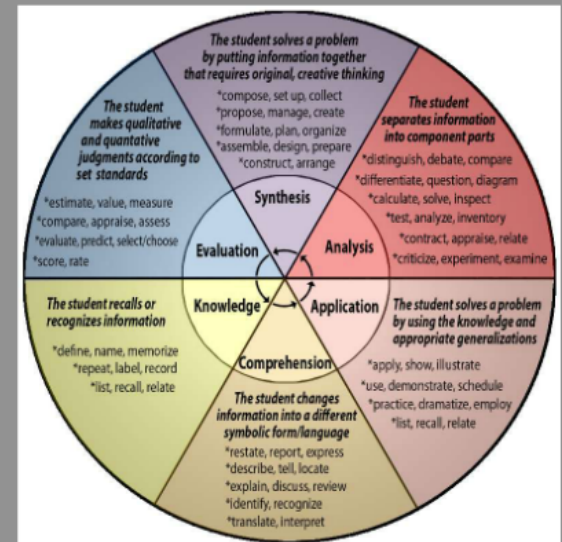
Example Video

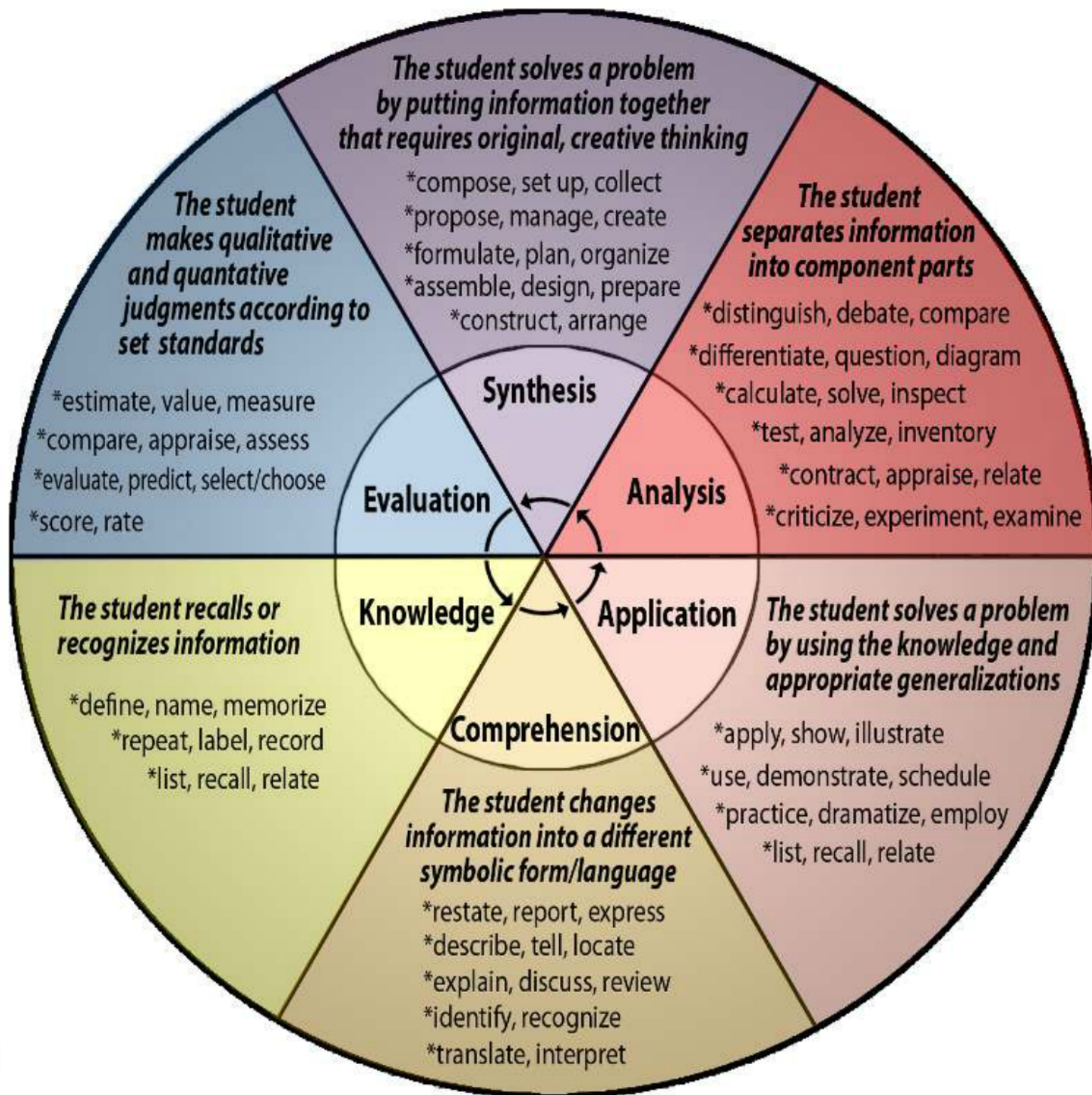
<http://bit.ly/vWHBy5>

Key: Notice how the teacher gave explicit instruction on the type of comments students should write. I instruct my students using Blooms Taxonomy Verbs to direct them depending on the objective. This is one of the easy adaptations you can make for any level of student.

Teacher/Student

- Non-fiction - The History of Pearls
- Fiction - The Pearl





Extensions



- When they are reading the text individually you may also invite them to annotate (Reading with Your Pen)
- Have the group complete a summary of the text that was read
- Have the group debrief the session
- Have each person select a quote to write about in a response journal
- Ask each group to select the most important quote to share with the class with justification about why it was seen as significant
- Students write a "probing question" rather than a personal response. Probing questions may not have a clear answer.
- Rather than responding to text, students may be asked to respond to a video or image.
- This strategy may be used with whole-group sharing instead of small groups. (Steps towards a full class Socratic Seminar)

Wrap-up

- Closing Group Thoughts
- Closing Thoughts
- Breakout Reflection



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- Extensions**
 - When they are reading the text, indicate you may discuss them...
- Student Expertise**
 - Students can use the text to determine...
- What is it?**
 - What is it?
- What is it?**
 - What is it?